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## THE KINDERGARTEN.

ANNE ELIZABETH ALLEN.

## OUTLINE FOR DECEMBER AND JANUARY.

THE absorbing subject for December must always be Christmas, and in the kindergarten most of the time is devoted to the preparation of gifts and the making of a tree for those less fortunate than ourselves. This tree will be decorated by the children with ornaments of their own manufacture, and supplied with gifts they bring from home.

The true spirit of giving must come through the sacrifice of time and patience required in making the gifts; hence, they should be made, so far as possible, by the children. For this reason the simplest presents will be planned, and the children given plenty of time and encouragement to make several.

Stories, games, songs, and work of all kinds will center around this, the most delightful festival of the year. "'Twas the Night before Christmas," "Santa Claus and His Reindeer," and "Santa Claus's Cat and the Magic Curtain" will be dramatized.

January: (1) Review of the holiday season, for a week, with each individual in the kindergarten; telling experiences at home and elsewhere; bringing presents to show to others and share the pleasure of playing with them; telling Christmas stories and singing Christmas songs. (2) Broadening out from immediate family relationship to the connection with commercial life through the tradespeople who come to our doors and add so much to the comfort and convenience of living: the milkman, grocer, newsboy, postman, etc. Milkman: when and how he comes; wagon, cans, measures, bottles, tickets; uses of milk at home; source and care of milk. Grocer: wagon, baskets, boxes, barrels; shop: counters, desk, bottles, jars, trays, etc. If practicable, the children might open a grocery store, supplying the articles for sale themselves, making the money and taking turns as salesmen and purchasers.

*Materials used.*—December: cardboard, raffia, zephyr, chamois skin, gilt and silver paint, white and colored silk seam-binding, paint and pictures. January: cardboard, thin tin, milk bottle-tops and pasteboard boxes (for wheels and milk wagons), clay, sand, and blocks.

## SANTA CLAUS'S CAT AND THE MAGIC CURTAIN.

(ADAPTED BY A. E. A.)

"The sun has not yet gone down in the west, and my sleigh is packed and every reindeer ready," said Santa Claus one

Christmas eve; "I shall have plenty of time to take a nap before it is time to start." So, lighting his long pipe and sitting in front of the great roaring fire, with his feet propped up on a small stool and the magic curtain hung just ready to fall when the sun should set, the jolly old fellow fell fast asleep. The cat sat down near the stool where the warmth from the fire kept her comfortably purring. She watched Santa Claus, and she watched the curtain, for she was a very wise cat and knew well what it would mean if her master slept too long.

She had been watching a long time, when she saw the curtain begin slowly to unroll as the last red glow of the sun disappeared from the sky. Santa Claus slept on.

"What shall I do?" thought the cat; "he must not sleep any longer. How dreadful if he shouldn't get all around with his presents tonight. I must get him awake somehow." With this thought she sprang upon a shelf near by and knocked over a tin plate, which fell rattling to the floor with a great noise; but Santa Claus slept on.

"Oh, dear, what shall I do, what shall I do?" thought the cat. Looking around the room, she saw the poker and tongs on the hearth, and she sprang at them, knocking them down with a great clatter; but Santa Claus slept on.

"This will never do; I *must* waken him," said the cat, as she jumped upon the footstool and ran up into the old man's lap and caught her claws in the long white beard that hung down to his waist. With the first pull Santa Claus's eyes were open, and he looked quickly at the magic curtain and then at the cat, whose fur he gently stroked, saying: "Well, well, pussy! you saved the day this time. Why, if it had not been for you, all my little children would have been disappointed, and there would have been no presents for them tomorrow morning."

Hastily getting into his great fur coat, cap, and mittens, he jumped into his sleigh and was off in a twinkling over treetops and houses, popping into every chimney on the way and forgetting no one.

And this is how the cat helped to keep Christmas one year, long ago.

## SONGS AND STORIES.

ELOISE BEARDSLEY.

*Songs*.—"The North Wind," "Jack Frost," "Little White Feathers," "Snowball Song," "The Snow Clouds," "The Tree in Winter," "When the Snow is on the Ground," "Santa Claus," "Christmas Song," "Christmas Carol," "The Tailor Song," "The Shoemaker Song," *Songs for Little Children for the Kindergarten and Public Schools*, Parts I and II; Root, "Christmas Song," *Song Verses for Children*; Eleanor Smith, "Christmas Song," *Modern Music Series*, Parts I and II; Mrs. Crosby Adams, "There's a Jolly Old Fellow," Jesse Gaynor; "Shoemaker Song," "Jack Frost;" "Little Jack Horner," *Elliot's Mother Goose*; Mildred and Patty Hill, "Postman Song," *Songs of Life*.

*Stories and poems*.—"St. Christopher and the Child" (COURSE OF STUDY, Vol. I, No. 4), "Piccola," "The Fir Tree," "The Story of the Christ," "A Trip to Reindeer Land," "'Twas the Night before Christmas," "Jack Frost;" Whittier, "Child Life;" "The Shoemaker and the Elves," "Cinderella," "The Red Shoes," "Goody Two Shoes."

## FIRST GRADE.

ELSIE WYGANT.

## REVIEW FOR OCTOBER.

THE weather was so favorable for field trips during October that we took advantage of it and made three all-day trips, one to Lakeside, on the north shore, one to Morgan Park to see autumnal foliage, and one to a stock farm near Summit. These, with several trips to South Park, presented the main problems for work in the schoolroom.

*Geography*.—So many questions and interests resulted from the field trips that the time for geography was devoted to them instead of to the work on food that had been planned for October.

On the first trip, that to Lakeside, the children were especially interested in (a) playing in the sand—digging to find water; (b) collecting stones, especially the "pretty stones" and those which looked like other things, as "fairy caps," "little cookies," or "pieces of soap," and those that, when rubbed together, made "brown powder;" (c) wave marks on the sand; (d) watching and collecting animals found in the sand; (e) pulling up by the roots plants that grew in the sand.

Each of these interests seemed to be sufficiently permanent to warrant giving them some time and consideration. (b) and (c) furnish the geography